

SIG Form 1—Application Cover Sheet

School Improvement Grant (SIG) Application for Funding

APPLICATION RECEIPT DEADLINE
November 18, 2011, 4 p.m.

Submit to:
California Department of Education
Improvement and Accountability Division
School Turnaround Office
1430 N Street, Suite 6208
Sacramento, CA 95814-5901

NOTE: Please print or type all information.

County Name: Stanislaus		County/District Code: 50-71167
Local Educational Agency (LEA) Name Modesto City Elementary School District		LEA NCES Number: 0625130
LEA Address 426 Locust Street		Total Grant Amount Requested \$3,907,722
City Modesto		Zip Code 95351-2699
Name of Primary Grant Coordinator Gregg Elliott		Grant Coordinator Title Principal, Robertson Road School
Telephone Number 209.576.4646	Fax Number 209.576.4642	E-mail Address Elliott.g@monet.k12.ca.us
CERTIFICATION/ASSURANCE SECTION: As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding. I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.		
Printed Name of Superintendent or Designee Pam Able		Telephone Number 209.550.3300
Superintendent or Designee Signature (Blue Ink)		Date 11/18/11

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Modesto Teachers Association

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Stanislaus Literacy Center

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SIG Form 2—Narrative Response

i. Needs Analysis

Robertson Road School is the only Tier I Program Improvement School in the Modesto City Elementary District. The school is situated in the far west section of the city of Modesto in Stanislaus County. The school, built in 1967 and augmented several times, is currently composed of four major buildings and eight relocatable structures. The school contains 23 classrooms, cafeteria, library, Pre-school/Head Start and Healthy Start facilities, and an administrative office. Staff includes a principal, 21 teachers, two instructional coaches, resource specialist, and paraprofessionals. The school serves a population of 450 K-6 students (up from 378 in 2010-2011) and their families in a high-poverty area. In recent years the school experienced a 20% decline in enrollment that has reversed to a 19% increase in 2011-2012. The school's population is highly transient (97% mobility). Sections of the neighborhood are "islands" in the county (not within Modesto) and have no amenities such as sidewalks and street lights. Most students walk to and from school with a family member. Student ethnicity is the following: 79% Hispanic, 7% White, 1% Native American, 1% Pacific Islander, and 7% Asian. The school's 261 English Learners comprise 58% of the school population. 100% of students receive free breakfast and lunch daily. The school operates a schoolwide Title I Program. Students participate in the After School Education and Safety (ASES) Program. Teachers tutor students from their own classes before and after school. Parents' education level is 1.80 on a scale of 1-5, 1 signifying "not a high school graduate" and 5 signifying "graduate school." The school serves as a community center, providing health and social services for students and families through the Healthy Start program and the Golden Valley Medical Clinic. There is a fully functioning Children's Center providing full-day preschool, Head Start, and enrichment programs at the school. Counseling and mental health services are provided by Sierra Vista Children and Family Services and the Center for Human Services, respectively. The Parent Institute for Quality Education (PIQE) provides a nine-week parenting class. Gateway Rotary facilitates a Family Literacy Night twice annually and provides books for the library and classrooms. The school maintains partnerships with two businesses, Dot Foods and Walmart, through the auspices of Stanislaus Partners in Education, a non-profit agency that links schools with businesses.

All teachers are highly qualified according to No Child Left Behind standards. The school's mission is to develop students' skills, abilities, attitudes, and talents, empowering them to work with others successfully in meeting the challenges of an ever-changing world. The school aims to help all students develop appropriate behavior, self-discipline, decision-making abilities, and respect for others and other cultures. Robertson Road is a Year 5 Program Improvement school that entered Program Improvement in the 2003-2004 school year.

District and School Processes for Analyzing Schools and Student Achievement

State test scores are analyzed at the district and school site level. The Associate Superintendent presents an annual report of student achievement to the Governing Board. The district provides annual reports to school sites. At Robertson Road School, the principal meets regularly with teachers in grade-level collaborative groups to review assessment data (STAR test scores, district formative and summative assessments) and to plan instruction.

The Governing Board and district administrators annually review and approve the Single Plan for Student Achievement which contains assessment results, achievement goals, and a description of specific actions to improve student achievement.

Using a district-devised walk-through protocol, the principal conducts both formal and informal walk-throughs on a weekly basis and provides teachers with feedback on instruction and student learning. The District Associate Superintendent conducts walk-through visits with the principal monthly. The principal also shares data and information collected from his weekly visits with them during their visit. In 2010-2011, the Superintendent and eight members of the cabinet conducted a formal walk-through.

The protocol calls for high expectations for all students and effective, evidence-based teaching practices. It documents that the student learning objective is standards-based, adopted instructional materials are being utilized, pacing guides are being followed, teacher instruction and students' assigned tasks clearly match the learning objective, students are actively engaged, and the teacher is checking for understanding at regular intervals. It also records the rigor and relevance of the lesson according to a hierarchy of thinking skills. The walk-through process elicited needs that included the following: need for consistency and continuity of Best First Teaching in core instruction; need to incorporate English Language Arts and English Language Development objectives across academic disciplines; need for more rigor in academic language, specifically vocabulary, across grade levels and disciplines; need for more reciprocity between reading and writing; need for more integration of reading and writing in content area subjects; and need for more explicit English Language Development for English Learners beyond the required 30 minutes daily.

WestEd Needs Assessment. From February through April 2011, WestEd completed a comprehensive needs assessment that involved gathering data from multiple sources: administrators, teachers, other staff, students, parents and community members. It also included a review of the following: 2008-2011 Modesto City Schools Strategic Plan, Robertson Road Single School Plan for Student Achievement, state assessment results (API, AYP, CSTs, CELDT), student benchmark assessment results and district comparisons, school and district budgets, collective bargaining agreement, curriculum adoptions, and teacher experience and qualifications. In addition to analysis of documents and data, WestEd personnel conducted interviews, focus groups, surveys, and observations. The district superintendent, associate superintendent, budget manager, director of assessment and evaluation, and the school principal were each

interviewed for periods of 30-60 minutes. WestEd personnel also interviewed 14 teachers, 30 parents, and 18 intermediate grade students. Trained WestEd personnel performed 15-20 minute Walk-Through observations in all classrooms using the Teach for Success (T4S) protocol.

Inclusion of All Stakeholders. Robertson Road School submitted its initial SIG grant proposal in June 2011. This second plan, based on an updated needs assessment, is a revision of the original plan. All stakeholders have been involved in inclusive and sustained planning since February 2011. The principal and teachers developed alternative schedules for increasing instructional minutes, configured differently and presented in five options. Teachers discussed the options, and the majority of teachers selected the option presented in this application. The Modesto Teachers Association (MTA) has been part of the process from the initial stages. MTA will accept contract language compliant with SIG requirements. MTA and district representatives have signed a Memorandum of Understanding (MOU) regarding an alternative salary schedule that recognizes an additional one hour of daily service at a rate of 1/6 of the employee's daily rate. They have agreed to accept language regarding an alternate evaluation system. District personnel including the Associate Superintendent for Instruction met with the principal and staff, reviewed the proposed action plan based on the needs assessment, and approved the plan. The proposal was discussed in meetings of the School Site Council, English Language Advisory Committee, and various parent meetings including the two mandatory parent/community meetings. See Section xi. See the MOU in the attachments. See Consultation with Relevant Stakeholders for further detail.

Student Performance Data Analysis

Academic Performance Index (API)

From 2010 to 2011, the schoolwide Academic Performance Index (API) declined 13 points (721 to 708). The Hispanic/Latino subgroup declined two points (706 to 704) and the economically disadvantaged declined eleven points (721 to 710). However, the English Learner subgroup was the only subgroup to meet its growth target, increasing from 692 to 699.

Year	2008-2009		2009-2010		2010-2011	
API	Base	Growth	Base	Growth	Base	Growth
	642	666	667	721	721	708
Met Growth Target	Yes		Yes		No	

Adequate Yearly Progress (AYP)

The school has met its participation target in all of the past four years. The participation rate in 2011 was 100%. The school has met its AYP targets in only one of the past four years. In 2011, the school met 9 of 17 Adequate Yearly Progress (AYP) criteria.

	Participation ELA	Proficiency ELA	Participation Math	Proficiency Math	API*
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2007-2008	Yes	No	Yes	No	Yes
2008-2009	Yes	No	Yes	No	Yes
2009-2010	Yes	Yes	Yes	Yes	Yes
2010-2011	Yes	No	Yes	No	No

*as additional indicator for AYP

Annual Measurable Objectives on California Standards Tests

From 2008-2011, schoolwide CST student achievement data (% proficient/above) in English Language Arts (ELA) demonstrate a pattern of growth, from 19% in 2008 to 30.2% in 2010; however, the percent of students scoring at proficiency or above decreased to 29.7 in 2011. Economically Disadvantaged students exhibited the same pattern, increasing from 19.0% to 30.2% from 2008-2010, then decreasing to 29.9% in 2011. Hispanic/Latino students exhibited steady and increasing growth from 18.5% to 30.5% proficient in the period 2008-2011. English Learners have also made steady and increasing growth from 13.1% to 30.4%. The scores of Students with Disabilities have increased over time from 17.6% to 22% proficient. While Robertson Road students have shown improvement over time, they fell short of the 2011 state target of 67.6% proficient. The school as a whole and the Hispanic/Latino subgroup met the state English Language Arts target only one of the four years reviewed. English Language Learners, however, met the state target three of the four years reviewed.

CRITERIA	English Language Arts - Percent Proficient (PP) Annual Measurable Objectives							
	2008		2009		2010		2011	
	PP	Met	PP	Met	PP	Met	PP	Met
AYP Target	35.2		46.0		56.8		67.6	
Schoolwide	19.0	No	27.5	Yes**	30.2	No	29.7	No
African American or Black	0.0	--	21.4	--	41.7	--	15.4	*
Amer. Indian or Alaska Native*	--	--	--	--	--	--	--	*
Asian	23.5	--	23.5	--	37.5	--	31.6	*
Filipino	--	--	--	--	--	--	--	*
Hispanic or Latino	18.5	No	26.1	Yes**	29.4	No	30.5	No
Pacific Islander	--	--	--	--	--	--	--	*
White	33.3	--	50.0	--	23.1	--	31.2	*
Socioeconomically Disadvantaged	19.0	No	27.5	Yes**	30.2	No	29.9	No
English Learners	13.1	No	20.7	Yes**	26.4	Yes**	30.4	Yes**
Students with Disabilities	17.6	--	15.9	No	16.3	--	22.0	*

* not a significant subgroup

** through Safe Harbor

CST scores schoolwide and subgroup (% proficient) in Mathematics from 2008-2011

demonstrated mixed results: schoolwide, scores increased from 30.8% to 47.7%. The white subgroup increased from 29.2% to 61.5% in 2010, then decreased to 31.2% in 2011. While not significant subgroups, African American, Asian, and students with disabilities demonstrated increases over the four-year period. Hispanic/Latino students demonstrated steady increases from 31.8% to 46.7%. While Robertson Road students show improvement over time, they fell short of the 2011 state target of 68.5% proficient in mathematics.

CRITERIA	Mathematics - Percent Proficient (PP) Annual Measurable Objectives							
	2008		2009		2010		2011	
	PP	Met	PP	Met	PP	Met	PP	Met
AYP Target	37.0		47.5		58.0		68.5	
Schoolwide	30.8	No	38.9	Yes**	48.4	Yes**	47.7	No
African American or Black	13.3	--	28.6	--	50.0	--	53.8	*
Amer. Indian or Alaska Native	--	--	--	--	--	--	--	*
Asian	35.3	--	47.1	--	56.2	--	57.9	*
Filipino	--	--	--	--	--	--	--	
Hispanic or Latino	31.8	No	37.8	Yes**	46.0	Yes**	46.7	No
Pacific Islander	--	--	--	--	--	--	--	*
White	29.2	--	50.0	--	61.5	--	31.2	*
Socioeconomically Disadvantaged	30.8	No	38.9	Yes**	48.4	Yes**	48	No
English Learners	28.1	No	33.3	Yes**	46.0	Yes**	45.3	No
Students with Disabilities	23.5	--	22.2	No	36.7	--	42.0	*

* not a significant subgroup

Factors unrelated to instruction that may or may not impact these data are: (1) a declining enrollment during this period of time, and (2) an increase in the use of the California Modified Assessment (CMA) in lieu of CST assessment for students with disabilities (SWD) (0% in 2007 to 24% in 2010 in some grades).

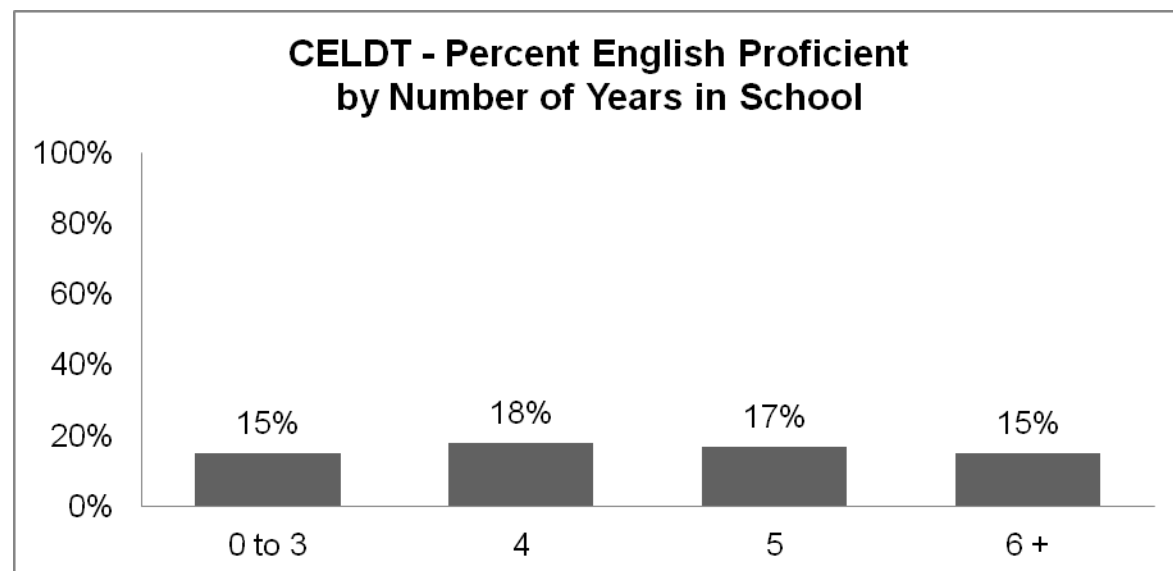
The student achievement data for Robertson Road School demonstrate an overall higher performance in mathematics than in English-Language Arts. The school demonstrated sufficient progress in mathematics through the Safe Harbor provision two of the four years reviewed. In comparison, the school made sufficient progress in English-Language Arts in only one year, 2009, through Safe Harbor. English Learners made sufficient progress through Safe Harbor in mathematics in both 2009 and 2010.

As illustrated in the table below, most English Learners score at the intermediate level.

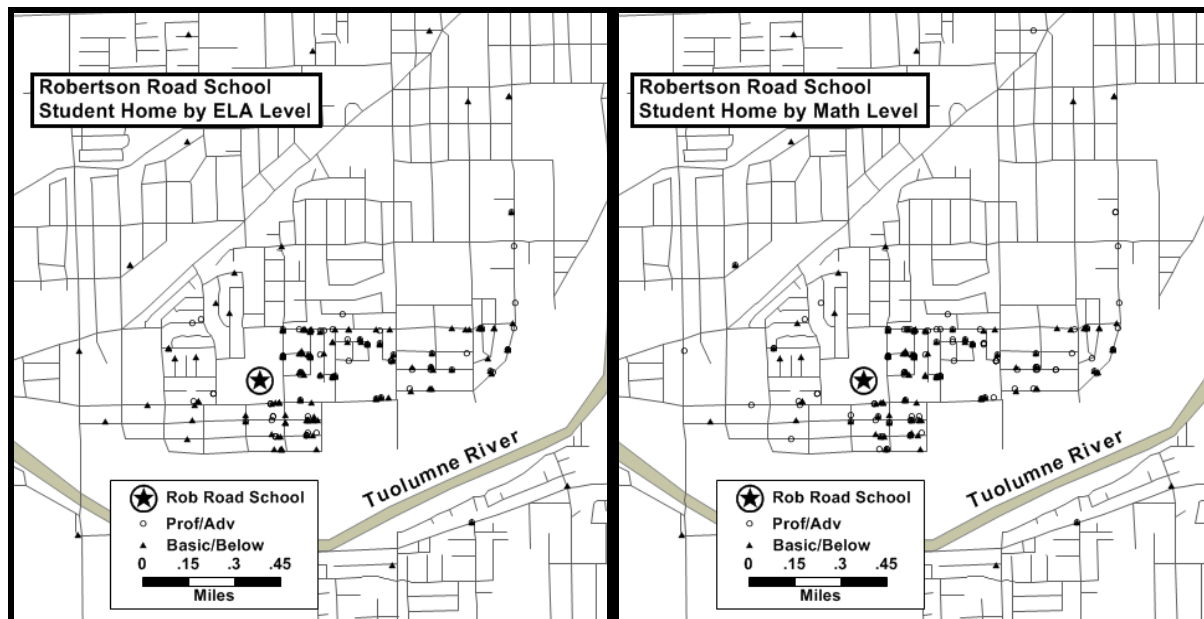
Enhanced efforts need to be made to move students to proficiency.

Robertson Road Elementary School California English Language Development Test (CELDT)						
Years in U.S. Schools	Early Adv or Adv: Eng Proficient	Early Adv or Adv: Not Eng Proficient	Inter-mediate	Early Inter-mediate	Beginning	Total
6 +	3 (15%)	2 (10%)	12 (60%)	2 (10%)	1 (5%)	20 (11%)
5	4 (17%)	3 (13%)	12 (52%)	3 (13%)	1 (4%)	23 (13%)
4	4 (18%)	2 (9%)	10 (45%)	4 (18%)	2 (9%)	22 (13%)
0 to 3	16 (15%)	4 (4%)	51 (47%)	17 (16%)	21 (19%)	109 (63%)
Total	27 (16%)	11 (6%)	85 (49%)	26 (15%)	25 (14%)	174

As illustrated in the table above and the chart below, students scoring at the English Proficient level have never made up more than 20% of the English Learner population. These data again illustrate the substantial need for enhanced efforts at English language literacy for the English Learners at Robertson Road School.



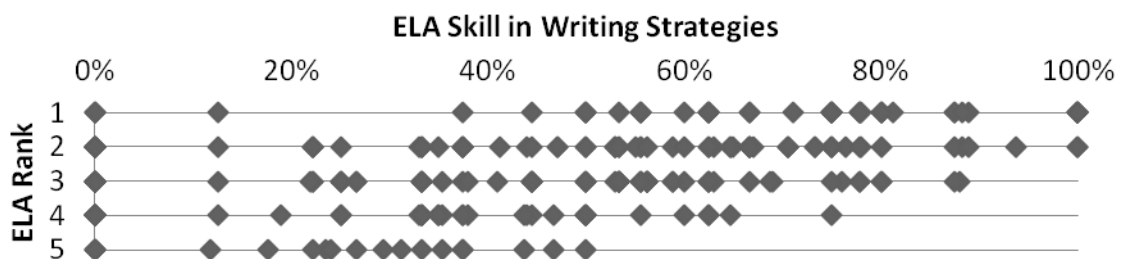
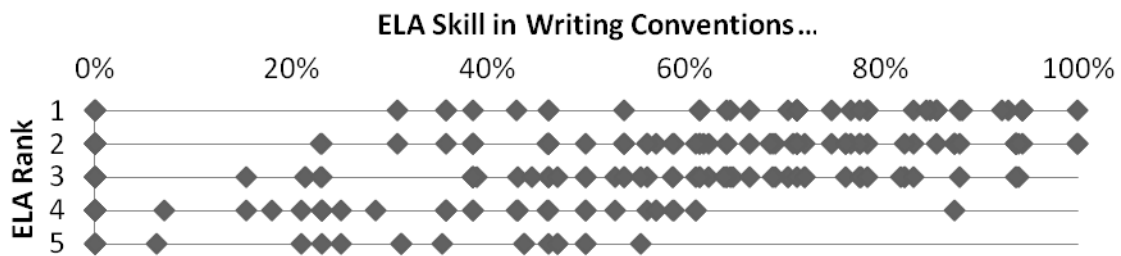
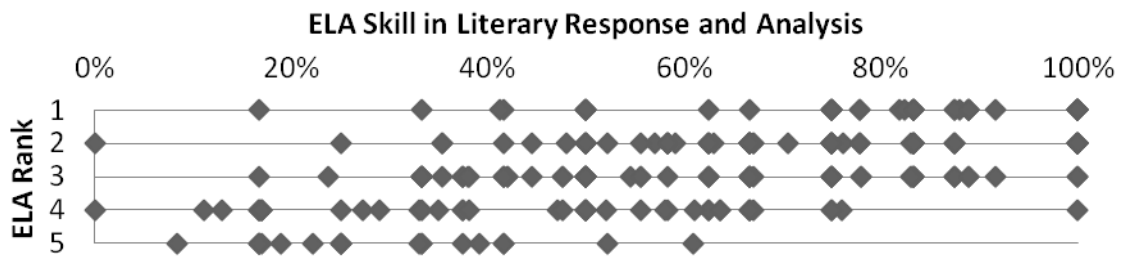
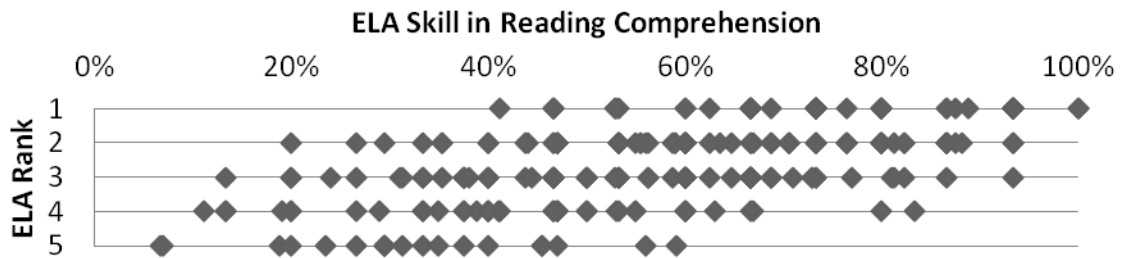
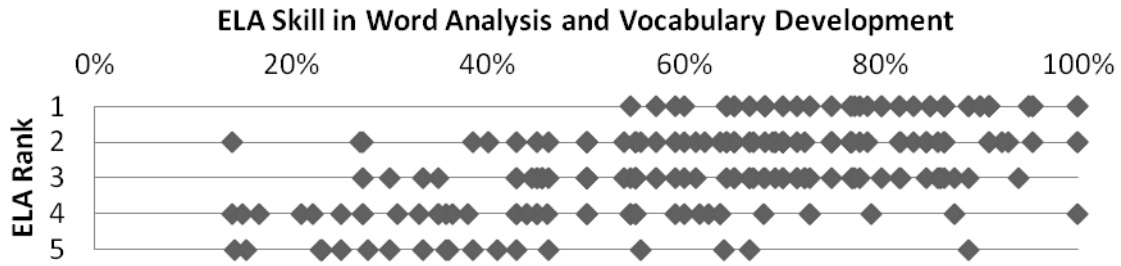
The maps below locate residences of students with English Language Arts and mathematics CST scores in relation to the school site. Also shown in the maps are the relative skills levels for the students, a small open circle representing rankings of Proficient or Advanced and a small filled triangle representing rankings of Basic, Below Basic or Far Below Basic.



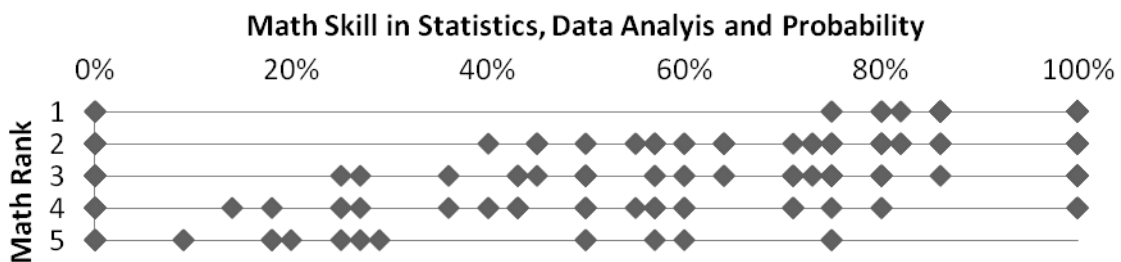
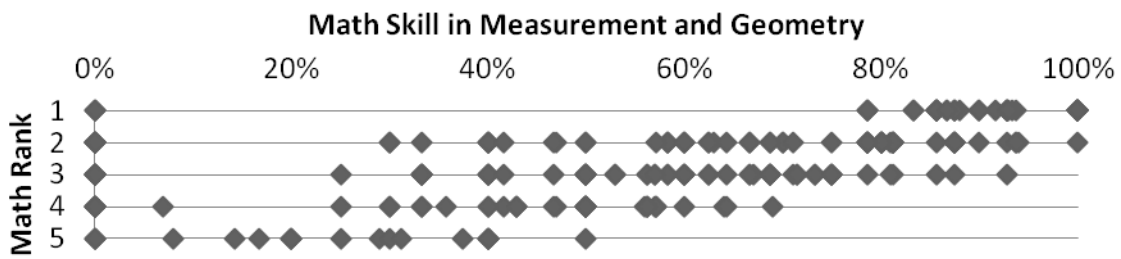
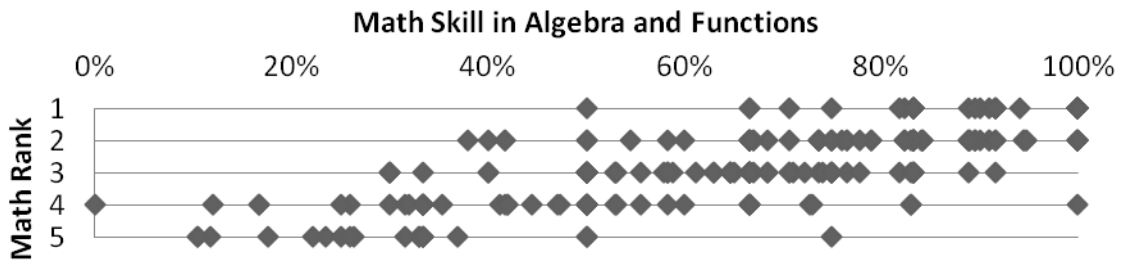
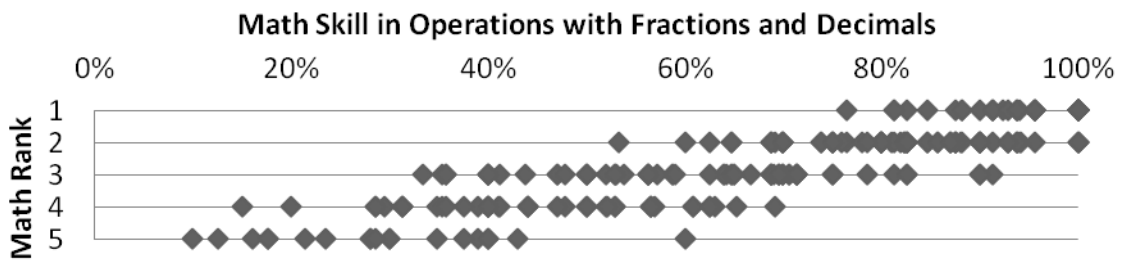
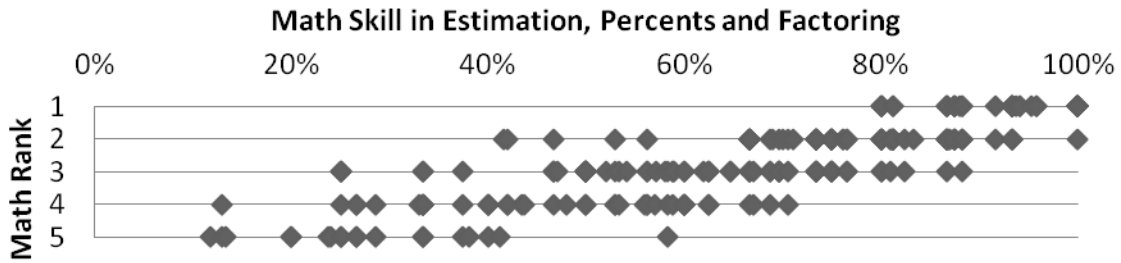
While most students live fairly close (a mile or less) to the Robertson Road School site, those students living more than a mile away perform markedly less well in both English Language Arts (ELA) and Mathematics. As shown in the table below, students within 0 to 0.5 miles and 0.5 to 1.0 miles score about equally well on both ELA and Mathematics tests in terms of being “Proficient or Above” or “Basic or Below”. Students living farther than one mile tend to score much less well – only 27% are Proficient or Advanced on the ELA test and only 20% on the Mathematics test. These results suggest the need to make an outreach effort to these families with better communication and offers of academic assistance (including language), and community resources for children and adults.

STAR Rankings by Distance from Home to School Site			
	Less Than 0.5 Miles	0.5 to 1.0 Miles	Over 1.0 Miles
Advanced or Proficient - ELA	49%	56%	27%
Basic or Below - ELA	51%	44%	73%
Advanced or Proficient - Math	49%	52%	20%
Basic or Below - Math	51%	48%	80%

Robertson Road School Student ELA Skill Levels
Rank Scale: 1=Adv 2=Prof 3=B 4=BB 5=FBB



Robertson Road School Student Mathematics Skill Levels
Rank Scale: 1=Adv 2=Prof 3=B 4=BB 5=FBB



The sets of charts above show the relative scores for individual students at Robertson Road School for the subcategories of the English Language Arts (ELA) and

Mathematics tests. The rankings of 1 to 5 in the charts correspond with “Advanced” to “Far Below Basic,” with 1 being advanced. The data illustrate that there is a wide degree of variability of skills within groups. For example, for the ELA skill category of “Writing Conventions” and “Writing Strategies,” individual students in both the “Advanced” and “Proficient” levels had scores of either 100% (all correct) or 0% (none correct). This implies that attention must be paid to individual students strengths and needs -- students “within a rank”, for example, students “Below Basic in ELA” are not homogeneous in terms of the skills but vary considerably. The teaching/learning strategy of a student’s learning community (student/teacher/tutors and after-school staff/parents and mentors) needs to be custom tailored to support each individual student. Another way of understanding this is that “Proficient or Advanced” students are not necessarily “Proficient or Advanced” in all areas nor are students scoring below Proficient necessarily low skill in all areas.

The data in these charts reflect the school as a whole. With increased time for data analysis and collaboration facilitated by the SIG grant, staff will analyze these data at grade and class level to elucidate each student’s needs and develop instructional strategies to improve specific skills within English Language Arts and Mathematics.

CST results of the past four years indicate that science is another area that requires increased efforts as shown below.

California State Standards Test – Science

All Students

Year	2008	2009	2010	2011
% Proficient/Above	17	28	32	24

Science scores of Grade 5 students have improved from 2008 to 2010 but decreased in 2011. In 2011, 21% of Hispanic/Latino students and 6% of English Learners scored proficient or above in science vs. 24% of all students. (All students comprise the set of economically disadvantaged students.) Since science accounts for 20% of the CST scores in Grade 5, it is important to have a strong continuum of science from Kindergarten through Grade 5.

Summary of Findings (from WestEd and District/School Sources)

An analysis of students data, discussions and input from stakeholders, and review of key documents elicited the following strengths:

Strengths

- High Rate of Student Attendance (96.9%)
- Strong administrator appointed at the end of the 2009-2010 school year whose #1 goal is to be the instructional leader of the school; he tracks and records the proficiency levels of all students individually
- Significant change in staff with six new teachers in place, one at every grade level except Grade 3
- Staff that exhibits great caring and empathy for the students

- Strong morale and positive working relationships among staff; appreciation of efficacy of collaboration
- Clean, safe, and orderly campus; clearly defined behavior expectations
- Positive attitude of students who regard the school as a “happy place” to attend
- Outstanding Beginning Teacher Support and Assessment (BTSA) program
- Standards-based curriculum adopted in 2010
- District benchmarks which provide a strong alignment to essential standards
- Utilization of site budgets and categorical allocations to support the site plan for student achievement
- Mobile I-Pad lab for use in classrooms
- Information to parents in English and Spanish; auto-dialer to communicate with parents in both languages
- Daily bulletin and “All About Campus” newsletter for staff
- Parent Institute for Quality Education (PIQE) nine-week parent education program (facilitated by Healthy Start Coordinator)

The following needs are described according to the characteristics of high-performing schools:

Needs

- Effective Leadership – continued, consistent feedback to teachers regarding instructional practices and student learning for grade levels and individual students
- High-Quality Teaching – less than desired level of rigor and expectations for student achievement; inconsistent implementation of instructional practices and strategies to support academic success; most teaching at recall level, little involving higher level thinking skills; need for emphasis of time on task for students, less time loss during transitions; need time for more collaboration to share information and best practices
- Curriculum – Inconsistent implementation of new curriculum; grade level curriculum now in place for special needs students who are far below grade level; need to communicate standards and learning objectives to student in each lesson; need for specific teaching of academic vocabulary, reciprocal reading and writing; need for continuum of science to build skills in all grade levels and to prepare for Grade 5 California Standards Test in science; need to incorporate English Language Arts standards into science and other subjects (for transition to common core standards); need to improve numeracy skills through word problems; need to emphasize test-taking strategies
- Assessment – Need to strengthen use of all data to drive instruction; need to strengthen use of formative assessment data to determine instructional needs of all students; need to strengthen use of common benchmark data
- Instruction – Attention to individual student strengths and needs; consistent implementation of Excellent First teaching during core instruction in all grade levels; need for development of an effective Response to Intervention (RtI) model; need for rigorous and relevant grade level lesson plans to teach essential standards; need for teaching of key academic vocabulary and increase in

informational text assignments; need for scaffolding and differentiation in instruction; inconsistent student engagement; need for more student-teacher interaction and discussion; need for increased teacher feedback to students

- Professional Development – increased learning/collaboration time for teachers; staff development focused on best teaching practices, engagement strategies and scaffolding for regular and special education classrooms; need to strengthen research-based student engagement techniques; structured time for coaching, reflection, and feedback; continued emphasis on research-based instructional strategies to meet academic learning needs of all students including English Learners and those with disabilities; need for teacher involvement in planning of professional development; high quality professional development for principal, certificated staff, paraprofessionals, and non-classroom personnel; need for increased use of disaggregated standards-aligned student data to determine professional development priorities, monitor progress, and help sustain continuous improvement
- Climate and Safety – continue current effective policies and practices
- Fiscal and Human Resources – need for a science specialist teacher to help improve student achievement in science (science accounts for 20% of the California Standards Tests in Grade 5); need for a physical education specialist teacher and paraprofessional to facilitate weekly grade level collaboration that will provide teachers with more time for analysis of student performance and planning for effective implementation of the required curriculum; little discretionary money in the school budget.
- Technological Resources – Need teachers with expertise in science and technology; need consistent maintenance of computer lab; need a technician to address repairs and provide training and coaching to fully maximize technology as an instructional tool; technical software issues with Edusoft testing and data management system; need additional technology for student use
- Family and Community – Need for more frequent parent contacts so parents and students know the necessary steps to achieve proficiency in their academic learning; need to work with families to help their children use Skills Tutor (a web-based game-based program on standards-based learning activities); few parent volunteers because of limited English skills; parents’ expressed feelings of inadequacy to help their children because of limited English skills; significant need for English as a Second Language (ESL) classes to strengthen parents’ ability to become more active at school and to support their children academically; parents’ expressed needs for training on how to help their children with homework; lack of information about the variety of services within the neighborhood, e.g., English classes at Housing Authority, and lack of coordination with those services; need for training of parents and staff on working together as equal partners; need for better communication, e.g. home visits by Healthy Start personnel, to connect with families living more than one mile from the school.

ii. Selection of Intervention Model

District and School Leadership Teams determined that the transformation model was the most feasible model for Robertson Road School for two reasons: (1) It is the best fit

for a neighborhood school that is a community and support services center located in an area of high poverty and Hispanic/Latino ethnicity, and (2) it provides the greatest flexibility to achieve the goal of increasing student performance. The decision was made in consultation with all stakeholders including members of the district Governing Board, district administrative staff, school certificated and classified staff, parents, and other members of the community. In August 2010, the principal was replaced with an individual with a demonstrated record of success in improving student performance at two other elementary schools. Under his leadership, a leadership team was formed at Robertson Road School with the intent of choosing and guiding the reform model to increase student achievement. The LEA contracted with WestEd to work with the principal and leadership team to conduct an in-depth needs assessment that would include consideration of the views of all stakeholder groups. After the needs assessment was completed, WestEd published a report of findings, conclusions, and recommended actions that have been incorporated into the current SIG grant and the Single School Plan for Student Achievement.

All staff members were provided the option of transferring to another school if they were not committed to participating in the implementation of the transformational model at Robertson Road School. Three staff members chose this option. The current staff, including six new teachers, is highly qualified, understands the students and the school community, and is committed to making a successful transformation.

From the needs assessment and input from the staff and school community, the Transformation model was chosen as most appropriate for Robertson Road School. The Turnaround, Restart, and School Closure models were determined not be appropriate for the following reasons:

- *Turnaround Model:* Replacement of the principal is completed, staff members have voluntarily transferred, and there are six new teachers in 2011-2012. There is insufficient justification to transfer out half or more of the teaching staff.
- *ReStart Model:* There is no district or community support for this model.
- *School Closure:* The philosophy of Modesto Elementary School District's Governing Board and district leaders is to have community-based schools that are relatively small in enrollment in proximity to students' residences. Robertson Road is a community school in which most students live within one mile of the school. There is no support for this option.

Strategies for the implementation of the Transformation Model directly linked to the needs assessment are the following:

- *Leadership.* Continue the service of the current, effective principal, selected in August 2010, as the educational leader of the school and the transformation. He will continue to guide instruction and provide frequent feedback to teachers regarding instructional practices and student learning.
- *Curriculum.* Consistently implement the adopted standards-based curriculum. Use pacing guides to align standards with district-adopted curriculum. Review and monitor lesson plans for alignment with the essential standards. The

principal and Associate Superintendent will monitor implementation through walk-throughs using the district protocol.

- *Instruction.* Enhance rigor and relevance through a focus on standards-based lessons utilizing Rigor and Relevance Quadrants for development of higher level thinking skills. Rigor and Relevance is a paradigm developed by the International Center for Leadership in Education. Strengthen Excellent First Teaching practices. Increase the use of academic language and vocabulary development. Utilize Robert Marzano's strategies for student engagement. Develop an effective Response to Intervention model to meet the needs of students in Tiers 1, 2, and 3 (benchmark, strategic intensive).
- *Assessment.* Conduct in-depth analysis of all student performance data and information including state tests, district twice-annual summative tests, curriculum-embedded formative tests, and other assessments such as Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for Grades K-3. Use assessment results to make decisions about student placement, diagnosis, progress, effectiveness of instruction, and determination of need for re-teaching.
- *Technological Resources.* Purchase two additional iPad mobile labs to support students' learning of English Language Arts and mathematics standards. Incorporate Skills Tutor on-line program as an intervention in the classroom and for before and after school tutoring. Assist parents in the use of the Skills Tutor Program.
- *Human Resources.* Employ a science teacher to develop a continuum of science skills K-6 and to assist teachers in incorporating English Language Arts into science in the transition to Common Core Standards. Continue to provide instructional coaches including the Literacy Specialist to support K-2 teachers and assist struggling readers with instruction in the adopted ELA core curriculum in a "push-in" model. Employ a physical education teacher and paraprofessional to facilitate weekly teacher collaboration times. (To accomplish this, all students at a grade level will have physical education at the same time.)
- *Professional Development.* Provide staff development by WestEd in English Language and Literacy Acceleration (ELLA), a comprehensive training, classroom observation, evaluation, and coaching approach to meet the needs of English Learners and other special needs children. Provide K-3 teachers with training in Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Utilizing district personnel, provide training for staff on the use of technology to implement curriculum and develop formative assessments. Provide training in the use of data analysis to drive instruction.
- *Family and Community.* Evaluate the effectiveness of dialogue between parents and teachers about their child's academic performance levels and expectations, challenges, and support needed both inside and outside the classroom. Promote home visits by Healthy Start staff. Initiate English as a Second Language and Family Literacy classes by Stanislaus Literacy Center. Continue to provide parenting skills including how to access school and community resources through Parent Institute for Quality Education (PIQE) facilitated by the Healthy Start Coordinator.

Additional details regarding the strategies listed above and the program requirements of the transformation model, developing and increasing teacher and school leader effectiveness, comprehensive instructional reform strategies, increasing learning time (for core, enrichment, and collaboration), creating community-oriented schools, and providing operations support and flexibility are discussed in Section iii, below.

iii. Demonstration of Capacity to Implement Selected Intervention Models

The Modesto City Elementary School District (LEA) and Modesto City High School District have a combined enrollment of almost 30,000 students. (One superintendent and a single Governing Board govern the two districts commonly known as Modesto City Schools.) As a large district, Modesto City Schools has extensive capabilities to provide administrative and technical support to the implementation of the Transformational Model of school improvement. Under the leadership of its new superintendent, the district has adopted a motto in keeping with the transformation thrust: "Communicate, Collaborate, and Celebrate." Robertson Road School, the only Tier 1 school in the district, has the capacity to implement the transformation model. The principal has 20 years' experience in education, 12 years as a teacher and eight years as an administrator including six years in the district. He has the full confidence of district administrators and the school staff to be the educational leader of the school and the transformation model. All teachers are highly qualified according to No Child Left Behind standards and very experienced. Teachers have the following average years of experience: 18 years in education, nearly 16 years in the district, and nearly 13 years at Robertson Road School. In 2011-2012, six teachers were new to the school serving in Grades K, 1, 2, 4, 5, and 6.

a. Increasing Teacher and School Leader Effectiveness

As stated above, a new principal was named in August 2010 and will continue to guide reform efforts. All certificated staff members are highly qualified according to No Child Left Behind standards. Each year the Associate Superintendent for Human Resources and principals review staffing with the intent of employing and maintaining highly-qualified, highly-effective teachers. The district will rigorously, transparently, and equitably monitor and evaluate the Robertson Road School's achievement of goals and objectives, implementation of the instructional program of increased instructional time in core and other subjects, implementation of collaboration time, and growth in student achievement. It will use its current formal evaluation procedures and protocol to evaluate teacher quality. Classroom walk-throughs (weekly by the principal and monthly by district office personnel) using the district walk-through protocol effectively monitor instruction on an ongoing basis.

The Modesto Teachers Association supports the school improvement reform effort and will follow California Department of Education (CDE) requirements in regard to identifying and rewarding staff for improved student achievement and removal of staff who, after ample opportunities for improvement, have not succeeded in improving student achievement.

The Modesto Teachers Association (MTA) has been continually involved from the

beginning of SIG planning in February 2011. In October-November, the Modesto Teachers Association's executive director, president, and four members of the negotiations team held three meetings with the Robertson Road staff to discuss details of transformation factors that are bargaining topics, i.e., increased time and teacher evaluation. MTA supports the teachers' selection of the schedule to increase instruction time. MTA officers have discussed and sought guidance on these topics from California Department of Education officials administering the SIG grant and with representatives from the Santa Ana Unified School District. MTA will accept the evaluation guidelines and processes that the state requires of grant recipients. Upon notification of the grant award, MTA will begin negotiations with the district concerning an alternative evaluation procedure for certificated staff at Robertson Road School. MTA will accept alternative contract language that recognizes academic growth as a component of teacher evaluation; incentives and rewards will be negotiated. The Memorandum of Understanding between Modesto City Schools and the MTA is attached.

b.Comprehensive Instructional Reform Strategies – Required Activities

1.Use of Data to identify and implement a research-based and vertically aligned Instructional Program.

The district has a process to adopt curricula that are research-based, standards-based, and vertically aligned. Committees composed of district personnel and teacher representatives from throughout the district participate in the selection process. Curricula adopted in 2009 include:

- English Language Arts: Macmillan McGraw-Hill; "Inside" (National Geographic) for special needs students
- Mathematics, Grade K-5: Harcourt-Brace
- Mathematics: Grades 6-8: Holt

Data from curriculum-embedded formative tests in English Language Arts and Mathematics are reviewed at the district level to evaluate the appropriateness and use of the adopted materials and staff fidelity to curriculum implementation. At the school level, grade level collaborative teams evaluate the materials with regard to their effectiveness in increasing student achievement.

2. Continuous Use of Student Data. The principal and teachers evaluate CST data, K-3 DIBELS assessments, district summative tests in Grades 2-6, curriculum-embedded, Edusoft, and other formative data in whole staff, grade level, and individual teacher settings at the beginning of each school year and through the year. Grade level data summits will be held with the principal to review the results and plan next instructional steps. The principal and instructional coaches will review formative assessments at weekly grade level collaborative meetings with teachers. The effectiveness and reliability of formative assessments in predicting student performance levels on State summative assessments and/or supporting and guiding instructional intervention will be monitored. As the educational leader, the principal will review all accountability data with a focus on the achievement of each student. He will assist teachers in implementing research-based instructional practices, observe lessons, and de-brief

with teachers regarding the effectiveness of instructional strategies. He will conduct staff development through the use of K-6 grade level collaborations and facilitate curriculum and instructional presentations at general staff meetings focusing on Rigor, Relevance, and Relationships, Robert Marzano's instructional strategies, and the transition to common core standards.

Comprehensive Instructional Reform Strategies – Permissible Activities

1. Periodic Reviews of Curriculum Implementation for Impact on Students

The district uses data to assess the appropriateness and effectiveness of curriculum adoptions. Committees composed of district personnel and teacher representatives from throughout the district participate in the selection and review process. District personnel and teachers are examining curriculum materials to determine their alignment with Common Core Standards. District personnel also query other districts on their evaluation of, and experience with, various curricula. A district committee is working on the development of a standards-based report card.

At the school level, staff will review data to target curricular resources, instructional strategies, and intervention to support all students. During collaboration time, teachers will use data to drive instruction and interventions including targeting curricular resources and instructional strategies to support all students throughout the school year.

2. Implementing a Schoolwide Response to Intervention Model

The school will continue to implement the Response to Intervention model begun in 2010-2011. Developed by the WestEd Center for Prevention and Early Intervention, Response to Intervention supports strategies for academic improvement in three "tiers." Tier 1 (Benchmark) provides standards-aligned core curriculum for students achieving at grade level; Tier 2 (Strategic Intervention) provides targeted standards-aligned intervention for students achieving one to two years below grade level in reading or mathematics skills; and Tier 3 (Intensive Intervention) provides replacement core curriculum for students in grades 4-6 achieving two or more years below grade level in reading or mathematics skills. In this system, teachers practice Best First Teaching during core instruction, then group grade level students by proficiency levels to address identified standards that need to be re-taught.

Response to Intervention also prescribes strategies for behavioral improvement, also in three "tiers". Tier 1 (Benchmark) calls for implementation of a successful schoolwide positive behavior management plan with screening and ongoing monitoring of behavior. Tier 2 (Strategic Intervention) applies supplemental interventions to the general school population including social skills training and groups, counseling, adult mentoring (Check-in, Check-out) and monitoring and analysis of behavioral progress. Tier 3 (Intensive Intervention) focuses on individual students with individually developed interventions, the frequency and duration of which extend beyond the general education teacher. Tier 3 calls for frequent data analysis to assess the effectiveness of the intervention. Response to Intervention maximizes available resources to effect long-term change by providing a mechanism for supporting struggling learners.

Benefits include long-term academic and behavioral improvement for all student populations

Rigor/Relevance Paradigm. One important thrust of the reform at Robertson Road School is an adherence to a rigorous and relevant paradigm developed by the International Center for Leadership in Education. The rigor/relevance framework is a higher level thinking skills application model that moves a students through four quadrants: (A) acquisition, (B) application, (C) assimilation, and (D) adaptation. The hierarchy is a method paralleling Bloom's Taxonomy (knowledge, comprehension, application, synthesis, evaluation) to provide students with in-depth knowledge and a rich set of skills to apply in one discipline, across disciplines, and to real-world predictable and unpredictable situations. Strategies in the respective quadrants prompt teachers to ask questions to: (A) recall facts, make observations, or demonstrate understanding; (B) apply or relate; (C) summarize, analyze, organize, or evaluate; and (D) predict, design, or create. The objective is to design and deliver Quadrant A-D lessons in English Language Arts, Mathematics, and other subjects.

3. Additional Supports and Professional Development for English Learners and Students with Disabilities

The school Literacy Specialist monitors student progress and provides coaching to K-2 teachers and students using a "push-in" model. She provides small group instruction in English Language Arts to struggling readers. She also provides curriculum support for K-2 teachers in the adopted core curriculum. She participates in grade level collaboration and academic conferences and provides support for teachers and students in the implementation and use of Skills Tutor.

The school Bilingual Language Specialist implements research-based Specially Designed Academic Instruction in English (SDAIE) to differentiate and scaffold instruction. She provides small-group English Language Development supplemental instruction to students in Grades 3-6. She also trains and coaches teachers in the use of core curriculum and supplemental materials for English Learners.

English Language and Literacy Acquisition (ELLA) will be a major element in improving instruction of English Learners and Students with Disabilities and is also applicable to the general student population. Professional development in ELLA incorporates the following features:

ELLA Workshops: (6 days after school) will focus on the following research-based instructional practices demonstrated to be effective in increasing student achievement:

- Student engagement and interaction
- Structured academic talk and text discussions
- Academic vocabulary instruction
- Reading and listening comprehension strategies
- Writing instruction to promote reading comprehension (reading/writing integration)

ELLA workshops may be held on five furlough buy-back days throughout the year instead of after school.

Implementation Coaching (10 days): Ten days of coaching for teachers includes demonstration lessons, observation of teachers, feedback to teachers, and facilitated lesson planning sessions. All coaching sessions are conducted with grade-level teams of teachers in four small-group coaching sessions over the course of one year.

ELLA Demonstration Lessons: The ELLA trainer teaches a demonstration lesson in one classroom from each grade level while the grade level team observes. A roving substitute covers each team member's class for two hours so teachers can meet before, during, and after the demonstration lesson.

Teacher Observation Lessons: In each three-hour session, two to three teachers on each grade level team volunteer to teach a 20-30 minute lesson as the rest of the team observes. A roving substitute covers each team member's class for three hours of collaboration on lesson plans.

Principal and Instructional Coaches Support (4 days): ELLA staff will provide support to the principal and school coaches that includes assistance with classroom observations, in-and-out coaching, and building capacity to provide on-going professional learning with a focus on consistently implementing and sustaining ELLA strategies.

4. Integrating Technology into the Instructional Program

Two additional iPad mobile labs will be purchased for use in core instruction with an emphasis on developing students' writing and composition skills. Promethean boards will be purchased for increased student-teacher interaction during instruction.

Technology will be integrated into the enhanced science program and other areas of the curriculum. Students' use of the Skills Tutor on-line program will be enhanced by parent education. Accelerated Reader will continue to be utilized.

c. Increased Learning Time

Extension of School Day. All students will experience a longer school day for the 175-day school year. Each school day will be extended by one hour for increased instruction in reading/language arts, mathematics, science, social science, and enrichment activities. The extended hour will be comprised of commencement of classes five minutes earlier; a reduction in the morning and afternoon recesses to 10 minutes each; a reduction in the lunch hour from 45 minutes to 30 minutes; and 30 additional minutes at the end of the day before dismissal. A total of 40 minutes daily instruction will be apportioned to instruction in English Language Arts, Mathematics, and science, and 20 minutes daily for enrichment activities that include art, music (choral and instrumental), team building, and Peace Builders character education that promotes positive behavior. Re-teaching will also be facilitated with the extra time. See the attachments for current and proposed schedules for increased learning time.

Science learning will be enhanced by the employment of a science teacher who will provide all K-6 students with a sequential program of instruction. This supplementary instruction will provide depth and continuity to current science instruction. The science teacher will also provide support to regular classroom teachers in their science teaching with suggestions for lessons, techniques, and materials. Students will learn the science standards at every grade level culminating with improved achievement in the Grade 5 California Standards Tests(CST) in science.

Summer Academy. Additional instructional time will be gained through a four-week Summer Academy for all students. This will provide a transition from the previous grade and prepare students for the new school year. The academy will serve all continuing students in grades K -6 and students ages 4 and 5 entering kindergarten. Pre-K classes will provide an introduction to the classroom setting. Pre-K children will be assessed for school readiness and developmental delay to provide early identification and support for students and parents. Pre-K students will also be assessed and receive instruction in reading and numeracy readiness skills. A support strategy will be developed for children needing additional school readiness. The K-6 focus will be to “front-load” instruction on standards for the upcoming grade level. The Summer Academy will also provide enrichment with art, music, and physical education.

Increased Time for Collaboration. Teacher collaboration will be increased by one hour per week. A physical education teacher and paraprofessional will be employed to provide instruction to an entire grade level for 45 minutes each week. This will allow the staff to meet during the school day in grade-level collaboration for data analysis, reflection, lesson planning, and collective and individual strategies that will have a direct impact on student achievement.

Professional Development

The staff will be involved in Professional Development to address the consistent use of research-based instructional strategies and practices. Working collaboratively, teachers will support each other’s efforts to improve student academic achievement for all students.

WestEd will train teachers in English Language and Literacy Acceleration (ELLA). ELLA-trained teachers learn to plan and incorporate multiple components of effective instruction for diverse learners. ELLA includes rigorous and explicit instruction in academic vocabulary, reading and listening comprehension, and writing; increasing active participation and student engagement; scaffolding and structuring academic language practice; making grade level content comprehensible; teaching English Language Development (ELD), implementing routines to foster a positive classroom climate; and using screening, formative, and outcome data to inform instruction.

Teachers learn to examine data to determine student needs; learn research-based, effective, and practical instructional strategies; work together in teams to plan lessons using new strategies; and put knowledge into practice through observing a model lesson and colleagues’ lessons for collaborative reflection and coaching.

The district and school will also provide staff development including Response to Intervention, Rigor and Relevance, and technology. Staff will learn to use the iPad mobile labs and Promethean Boards and Active Expression sets.

d. Creating Community Oriented Schools

The school serves as a community center, providing health and social services for students and families through the Healthy Start program and the Golden Valley Medical Clinic. Services include medical, dental, counseling, case management, resource referral, food, clothing, shelter, protective services, youth development programs, parenting classes, and support groups. There is a fully functioning Children's Center providing full-day preschool, Head Start, and enrichment programs. Sierra Vista Children and Family Services provides an on-site counselor five days per week through a three-year grant. The Center for Human Services also provides a clinician who provides mental health services to children and families. The Parent Institute for Quality Education (PIQE) provides a nine-week parenting class. Gateway Rotary facilitates a Family Literacy Night twice annually.

The staff will continue to conduct parent-teacher conferences, parent meetings of the School Site Council, English Language Advisory Committee (ELAC), and functions including Back to School Night and Open House. The principal will continue to host 2nd Cup of Coffee meetings with parents twice each month. These serve as important vehicles for two-way communication between school and home. Healthy Start will initiate home visits to families of students who are not achieving to expectations.

Students' STAR results from the previous year are mailed to parents during the first weeks of the school year. Parents receive information including interpretation of test scores at scheduled parent/community meetings. These include School Site Council and English Language Advisory Committee meetings. The twice-monthly "2nd Cup of Coffee" morning meetings at Robertson Road School also provide opportunities for information sharing and discussion. A monthly newsletter and other written communications in English and Spanish provide information to parents on school-related topics including testing information and test-taking tips. The Auto-Dialer phone system provides informational updates to parents in both English and Spanish.

Students receive a copy of their CST test results, and teachers confer with each student regarding his/her CST levels in English Language Arts, Math, and science. Students qualify for the Honor Roll based on their performance on school and district formative and summative assessments. Schoolwide recognition events celebrate students showing growth on the CSTs from the previous year. Students receive incentives for showing academic growth in daily work and on tests. Students also receive awards for meeting the eight exemplars for citizenship. In 2010-2011 a schoolwide Honor Roll and Citizenship program was created as an incentive for students to achieve academically and socially.

The Stanislaus Literacy Center will provide English as a Second Language and Family

Literacy classes for 22 weeks (two hours per session twice per week) for 90 adult students and their children. Classes will be held morning and/or evenings, depending on parents' ability to participate. ESL will be delivered in three levels: beginning, intermediate, and advanced. In addition to learning English, parents will become role models for continuing education and improve their ability to help their children with their academic needs including homework and projects. Individual books and workbooks will be provided for adults. As adults learn English, pre-school-aged children will learn literacy and numeracy readiness skills, become familiar with books, play learning games, and do arts and crafts. Child care will be provided for adults taking classes. Promote and monitor the attendance in ESL classes for parents.

e. Providing Flexibility and Sustained Support

Required Activities

1. *Operational Flexibility.* The district will allow sufficient operational flexibility in staffing, time, and budgeting to implement a comprehensive approach to improve student achievement outcomes substantially. The principal has the autonomy to recruit and maintain excellent teachers. Modesto Teachers Association has agreed on language that will allow the consideration of student achievement in the evaluation of teachers. Grade level teams will design a reward system that includes development of SMART (Specific, Memorable, Attainable, Rigorous, Timebound) goals aligned with schoolwide goals. Rewards may include classroom equipment, supplies, and class field trips. Increasing instructional time by one hour daily has also been approved by both the district and the Modesto Teachers Association. The principal has flexibility in budgeting. Funds are allocated in the SIG budget to support all the planned actions and activities of SIG implementation.

2. *Ongoing Technical Assistance and Support.*

The district supports the school reform effort and will continue to provide district personnel for assistance in curriculum, instruction, assessment, data management and analysis, technology, and staff development. The district will continue to allocate the same level of funding to the school including Title I funds. SIG grant monies will supplement, not supplant, all existing funding. The district will provide ongoing training for staff in the use of technology to fully implement curriculum and analysis of student data. WestEd will provide staff development in the ELLA Program that includes classroom observation, coaching, and evaluation. Stanislaus County Office of Education will provide a consultant to assist district and school administrators in monitoring and evaluating SIG implementation. SCOE-provided consultants will participate in classroom walk-throughs with site and district personnel and provide feedback.

iv. Recruitment, Screening, and Selection of External Providers

WestEd. The District intends to contract with WestEd to provide staff development in English Language and Literacy Acceleration (ELLA). WestEd is a nonprofit research development and service agency that works with education and other communities to promote excellence, achieve equity, and improve learning for children, youth, and adults. WestEd has 17 offices nationwide including San Francisco (headquarters) and

Sacramento. Factors considered in the selection of WestEd were the following: (1) WestEd has extensive experience with many schools in SIG program implementation. (2) WestEd has provided support for a variety of projects to the Modesto City Elementary School District for the past eight years. WestEd was the external provider for the Robertson Road Elementary School Needs Assessment and for the development of the initial SIG Action Plan. (3) WestEd has performed in a professional and collaborative manner and has gained the respect and trust of all of the stakeholders. The selection of WestEd was made by the district based in part on the feedback of all of the participants of the Needs Assessment process including parents and members of the community. (4) Modesto's proximity to both WestEd offices means that travel and transportation costs will be a small component of ELLA staff development costs.

Stanislaus County Office of Education (SCOE). SCOE will provide consulting services for up to 10 days each year for three years for the School Improvement Program at Robertson Road School. SCOE consultants will participate with district and site personnel in classroom observations and provide feedback and consultation.

SCOE is currently providing technical assistance to Turlock Unified and Patterson Unified School Districts through the District Assistance and Intervention Team (DAIT). SCOE served the Modesto City High School District with DAIT from 2008-2010. DAIT involves four approved Leads responsible for the following: assessment tools, classroom observation and feedback, professional development, data teams, Professional Learning Communities, curriculum mapping, monitoring of implementation of actions plans, and ongoing state or federal monitoring reports. SCOE also provides School Assistance and Intervention Team (SAIT) services for Eisenhower and Keyes Elementary Schools. SCOE is a regional lead/service provider for professional development for the following areas: Instructional Materials Training in English Language Arts and Mathematics; Administrator Training Program for the Clear Administrative Services Credential, Principals' Network, Middle School Grades Partnership, and English Language Arts. SCOE also conducts county-wide professional development in School Leadership Training, Elementary Principals' Network, Beginning Teacher Support and Assessment (BTSA), Coaches Network, A+Rise training, and Leading at the Speed of Trust.

Stanislaus Literacy Center (SLC). The Stanislaus Literacy Center was chosen to provide adult English as a Second Language and Family Literacy classes. SLC is the primary source for adult literacy training in Stanislaus County. SLC provides reading, writing, and math tutoring, English as a Second Language and citizenship classes, GED preparation, and family literacy services to county residents. SLC's 50 employees provide services at 15 locations in the county including libraries, schools, Housing Authority, and various other locations. SLC operates a computer lab in Modesto for GED instruction. In 2010-2011, SLC served 1,450 adults and 300 children. Sixty-five per cent (65%) of adults given pre-post tests achieved a significant gain in reading or math skills; 128 adults received a GED. SLC has a full-time executive director and 12-member board of directors. SLC also operates in correctional facilities. In 2010-2011,

297 inmates were served; 39 received a GED.

In the process of developing the action plan, decisions regarding the selection of external providers were made by district and site administrators and the Robertson Road Leadership Team. WestEd was chosen based on previous experience and an established relationship. The coaching that will be provided by WestEd is considered a critical component in increasing student achievement. The Stanislaus County Office of Education has an exemplary reputation as the educational lead for many projects in the county and region. The Stanislaus Literacy Center is the largest, most comprehensive, and most effective provider of literacy services in the county.

District and site administrators together with school Leadership Teams review proposed services of external providers and make decisions based on offerings and previous experience. Coaching is seen as a critical element. DataWorks was considered as a provider of professional development but was rejected by district and site personnel because its coaching model is not as robust as that of WestEd.

v. Alignment of Other Resources with the Selected Intervention Models

The district's Associate Superintendent for Business Services and the Budget Manager ensure appropriate allocations to schools and compliance in the use of all funds. They train principals in budget development, use of funds, and compliance with federal and state laws and regulations. General funds provide a basic level of support for all schools on a per-pupil basis. The State and Federal Programs Director allocates funds to schools based on data analysis and the needs of each site for supplemental personnel, instructional materials, technology, professional development, and parent education. The State and Federal Projects Program Director allocates categorical funds to the schools via the Consolidated Application and monitors compliance with federal and state regulations.

Categorical funds to be used in conjunction with the SIG grant in an integrated approach include the following:

- Economic Impact Aid (EIA). EIA funds provide additional interventions and supplemental materials including those directed toward economically disadvantaged students and English Learners.
- Class-Size Reduction. Class size is reduced to 25 students in grades K-3.
- Title I. Title I funds are used for Supplemental Educational Services (SES), summer school professional development, and parent education.
- Special Education. Special Education funds are used to provide Special Day classes and in-class resource assistance for special needs students with Individual Education Plans (IEPs).

Description of how SIG funds will supplement, not supplant currently available resources. The district will maintain the level of general and categorical fund support to Robertson Road School. All SIG funds will supplement existing funds and services. SIG funds will be used for current teachers' salaries and benefits for one hour of

extended learning time each day of the school year. SIG funds will pay salary and benefits for the additional science teacher, physical education teacher, and paraprofessional. SIG funds will also pay salaries and benefits for both certificated and classified employees for the summer academy beginning in summer 2013. Breakfast and lunch for students attending the summer academy will be purchased with SIG funds. SIG funds will be used for books, teaching materials, and supplies for the extended learning times. SIG funds will also fund English as a Second Language and Family Literacy classes provided by the Stanislaus Literacy Center. SIG will fund teacher performance incentives and rewards. Two additional i-Pad mobile labs will be purchased to supplement the one lab currently used at the school. Promethean Boards will also be purchased for each classroom. The enhanced technology will allow more students to have meaningful and more frequent interactions with technology and allow teachers to monitor students learning through electronic feedback during lessons. Promethean training will also be provided. SIG will also fund professional development by WestEd in the English Language (ELLA) and Response to Intervention strategies.

Alignment to Needs Analysis and Intervention Model. To meet the requirements of the grant, funds will be used for increased learning time to meet state and federal targets for improvement in student learning. The science teacher will provide expertise to science instruction, assist regular classroom teachers in science instruction, and improve the science experience and knowledge of students. This will have a cumulative effect by improving the Grade 5 CST score in science. The physical education teacher and paraprofessional are integral to the implementation of increased collaboration time for teachers.

There are currently no funds available for ESL classes for adults. SIG funds will provide ESL and Family Literacy classes that benefit parents who will be better able to interact with school personnel and better help their children with their learning tasks.

vi. Alignment of Proposed SIG Activities with Current DAIT Process (if applicable)

Not Applicable

vii. Modification of LEA Practices or Policies

A Memorandum of Understanding (attached) between Modesto City Schools (MCS) and the Modesto Teachers Association (MTA) allows the Robertson Road staff the required flexibility to implement the transformational model. MCS and MTA have agreed on a salary schedule in which one additional hour of daily service will be compensated at a rate of 1/6 of the employee's daily rate. MCS and MTA agree to begin negotiations on alternative evaluation procedures that recognize academic growth as a component of teacher evaluation. The MOU also delineates transfer procedures.

As indicated above, MTA will accept the processes that the state requires. MTA also supports the teachers' selection of the schedule to increase instruction time.

District administrators will continue to work collaboratively with certificated and classified bargaining units to review all policies that will need to be revised or to

establish new policies based on the requirements of the Transformational Model.	
viii. Sustainment of the Reforms after the Funding Period Ends	
<p>The site Title I budget currently funds the Literacy Intervention Specialist and Bilingual Language Development Specialist. The Literacy Specialist functions as an instructional coach and staff trainer. Title I also provides instructional materials and supplies, office supplies, and equipment repair. The EIA site budget funds salaries for teachers for before/after school academic tutoring and bilingual paraprofessionals and clerical staff. These personnel and services will continue during SIG implementation and after SIG funding ends.</p> <p>Technology (Promethean intelligent white boards and the two IPad labs) purchased through the SIG grant will continue to be used in classrooms after SIG funding ends.</p> <p>Staff will be well-trained in using the English Language and Literacy Acceleration (ELLA) model to improve teaching and management practices for student learning including English literacy for English Learners.</p> <p>Without continuing funding, increased instructional time and the addition of professional staff may not be feasible to continue beyond the grant period. If these strategies result in significantly increased student learning, the district will pursue grant funding from government agencies, private foundations, corporations, and other entities to continue them. Stanislaus Literacy Center is very successful in raising funds through grants and donations. These may result in the continuation of funding of ESL classes for parents. Categorical funds may be re-aligned to sustain some services initiated with SIG funding.</p>	
ix. Establishment of Challenging LEA Annual School Goals for Student Achievement	
<ol style="list-style-type: none"> 1. Robertson Road School will meet its schoolwide and significant subgroup targets for Academic Performance Index (API) and Adequate Yearly Progress (AYP) each year and exit Program Improvement by 2014. 2. The percent of students scoring at/above proficient in English Language Arts on the California Standards Test (including all subgroups) will increase by at least 10% annually. 3. The percent of students scoring at/above proficient in Mathematics on the California Standards Test (including all subgroups) will increase at least 10% annually. 4. 67% of English Learners will progress one level in English Language proficiency on the California English Language Development Test (CELDT) each year. 5. 35% of English Learners will attain English proficiency on the CELDT. 6. The percent of Grade 5 students scoring at/above proficient in science will increase by 10% annually. 	
x. Inclusion of Tier III Schools (if applicable)	
Not Applicable	
xi. Consultation with Relevant Stakeholders	

Beginning in February 2011, the WestEd staff conducted the needs assessment process that included focus groups and interviews with administrators, teachers, parents, and students. Interviews lasting 30-60 minutes each were conducted with the district superintendent, associate superintendent for Human Resources, budget manager, director of assessment and evaluation, director of educational services, and the Robertson Road School Principal. Three focus groups of the Robertson Road School community were comprised of 14 teachers, 30 parents, and 18 students.

Planning discussions and consultation with relevant stakeholders have taken place since February 2011. The two mandatory community meetings were held on May 23, 2011 and November 10, 2011. Planning meetings included the following:

May 6, 2011: Review of WestEd needs assessment by Leadership Team and development of the SIG Action Plan

May 10, 2011: Staff meeting to review progress on SIG Action Plan.

May 10, 2011: Leadership Team meeting to work on draft of SIG Action Plan

May 13, 2011: Leadership Team to review and complete draft of SIG Action Plan

May 16, 2011: Staff meeting to review draft of Action Plan

May 16, 2011: SSC meeting to review draft of Action Plan

May 23, 2011: Community meeting in English and Spanish to share needs assessment and SIG Action Plan and receive input from the public on the proposed implementation of the plan.

August 22, 2011: Staff meeting to share information regarding status of Robertson Road School's SIG application submitted in June 2011

October 14, 2011: ELAC meeting in English and Spanish to review SIG update and obtain recommendations.

October 24, 2011: School Site Council meeting to provide SIG update and outline possible actions and revisions to the June 2011 application. The SIG and site plans are synchronized.

November 1, 2011: Staff meeting to discuss SIG program revisions based on new RFA and critique of initial plan

November 4, 2011: Staff meeting to share staff's choice of Options #1-5 to increase learning time (ILT) and obtain input from Modesto Teachers Association (MTA) executive director, president, and three bargaining team members; subsequent meeting between staff and MTA aforementioned representatives

November 4, 2011: Parent meeting (2nd Cup of Coffee) to receive parent input for revisions to the plan

November 10: MTA and staff meeting to review tentative language for increased learning time and teacher evaluation for Letter of Agreement

November 10, 2011: Community meeting in English and Spanish to receive community input on proposed revisions to the SIG program and application

The proposed SIG plan is the outcome of the entire planning process including meetings delineated above and informal discussions. The plan was strongly supported by all stakeholders at all meetings. Input from stakeholders included the following:

- Parents emphasized their urgent need for English as a Second Language instruction and strongly supported the establishment of a Summer Academy for students.
- All teachers were involved in the development of the schedule for increasing instructional time by one hour daily. They developed five options and selected the schedule. (See current and proposed schedules in attachments.)

The expected outcome of the entire process is that implementation of the plan will result in achievement of challenging educational goals for all students.

SIG Form 4a—LEA Budget Summary

Fiscal Year (FY) 2012–13

Name of LEA: Modesto City Elementary	
County/District (CD) Code: 50-71167	
County: Stanislaus	
LEA Contact: Randy Fillpot	Telephone Number: 209-550-3300 Ext. 5037
E-Mail: fillpot.r@monet.k12.ca.us	Fax Number: 209-569-2764
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted			
		FY 2012–13		FY 2013–14	FY 2014–15
		Pre-Imp.	Full Imp.		
1000– 1999	Certificated Personnel Salaries				
2000– 2999	Classified Personnel Salaries				
3000– 3999	Employee Benefits				
4000– 4999	Books and Supplies				
5000– 5999	Services and Other Operating Expenditures				
6000– 6999	Capital Outlay				
7310 & 7350	Indirect Costs		77,765	64,732	64,732
Total Amount Budgeted		77,765		64,732	64,732

SIG Form 4b—LEA Budget Narrative

Activity Description (See instructions)	SIG Funds Budgeted (Identified per year)			Object Code
	FY 2012–13	FY 2013–14	FY 2014–15	
Indirect Costs Year 1: \$1,388,644 x 5.60% Year 2: \$1,155,925 x 5.60% Year 3: \$1,155,925 x 5.60%	77,764	64,732	64,732	7310

SIG Form 5a—School Budget Summary

Fiscal Year 2012–13

Name of School: Robertson Road Elementary	
County/District (CD) Code: 50-71167-6052799	
County: Stanislaus	
LEA Contact: Gregg Elliott	Telephone Number: 526-4646
E-Mail: elliot.g@monet.k12.ca.us	Fax Number: 576-4642
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted			
		FY 2012–13		FY 2013–14	FY 2014–15
		Pre-Imp.	Full Imp.		
1000– 1999	Certificated Personnel Salaries		820,979	820,979	820,979
2000– 2999	Classified Personnel Salaries		98,293	98,293	98,293
3000– 3999	Employee Benefits		126,846	126,846	126,846
4000– 4999	Books and Supplies		235,724	72,000	72,000
5000– 5999	Services and Other Operating Expenditures		106,802	37,807	37,807
6000– 6999	Capital Outlay		0	0	0
7310 & 7350	Indirect Costs		0	0	0
Total Amount Budgeted			1,388,644	1,155,925	1,155,925

SIG Form 5b—School Budget Narrative

	FY 2012–13	FY 2013–14	FY 2014–15	FY 2012–13
<u>1000 Certificated Salaries</u>				
New Science and P.E. Teachers 2 x \$75,997	151,994	151,994	151,994	1100
New Science and P.E. Teachers for Extended Day: 1 hr. daily = 1/6 salary	25,839	25,839	25,839	1100
Certificated Staff for Extended Day 21 teachers @1hr. daily = 1/6 salary	301,009	301,009	301,009	1100
Certificated Staff for Summer Academy 21 teachers x \$475 per day x 23 days	229,425	229,425	229,425	1100
Science Teacher Salary for Prof. Dev. 5 Furlough Buy-Back Days	3,854	3,854	3,854	1100
Certificated Staff for Prof. Dev. 21 teachers for 5 Furlough Buy-Back Days	81,741	81,741	81,741	1100
Principal for Extended Day 1 hr. daily = 1/6 Salary	11,453	11,453	11,453	1300
Principal for Summer Academy \$504 per day x 23 days	11,592	11,592	11,592	1300
Principal Salary for Prof. Development 5 Furlough Buy-Back Days	4,072	4,072	4,072	1300
<u>2000 Classified Salaries</u>				
Paraprofessional for P.E. @ .88FTE	15,713	15,713	15,713	2100
P.E. Paraprofessional for Extended Day 1 hr. daily = 1/6 Salary	2,741	2,741	2,741	2100
4 Paraprofessionals for Extended Day 1 hr. daily: Per District Calculation	9,164	9,164	9,164	2100
Paraprofessionals for Summer Academy 4 x \$176 per day x 23 days	16,192	16,192	16,192	2100
4 Clerical Staff for Extended Day 1 hr. daily: Per District Calculation	17,614	17,614	17,614	2400
3 Clerical Staff for Summer Academy 3 x \$140 X 23 days	9,660	9,660	9,660	2400
4 Custodial Staff for Extended Day 1 hr. daily: Per District Calculation	19,343	19,343	19,343	2900
1 Custodian for Summer Academy 1 x \$148 per day x 23 days	3,404	3,404	3,404	2900
2 Cafeteria Workers for Summer Academy 2 x \$97 per day x 23 days	4,462	4,462	4,462	2900

School Name: Robertson Road

Activity Description (See instructions)	SIG Funds Budgeted (Identified per year)			Object Code
<u>3000 Fringe</u>	22,007	22,007	22,007	3000
New Science and P.E. Teachers \$151,994 x .1211 + 3600	3,112	3,112	3,112	3000
Science and P.E. Teachers for Extended Day 2 teachers x \$1,556	36,451	36,451	36,451	3000
Certificated Staff for Extended Day Per District Calculations	27,783	27,783	27,783	3000
Certificated Staff for Summer Academy \$229,425 x .1211	1,387	1,387	1,387	3000
Principal for Extended Day Per District Calculations	1,404	1,404	1,404	3000
Principal for Summer Academy \$11,592 x .1211	660	660	660	3000
P.E. Paraprofessional for Extended Day \$2,741 x .2408	2,207	2,207	2,207	3000
Paraprofessionals for Extended Day As per District Calculation	4,242	4,242	4,242	3000
Clerical Staff for Extended Day As per District Calculation	4,659	4,659	4,659	3000
Custodial Staff for Extended Day As per District Calculation	3,899	3,899	3,899	3000
Paraprofessionals for Summer Academy \$16,192 x .2408	2,326	2,326	2,326	3000
Clerical Staff for Summer Academy \$9,660 x .2408	820	820	820	3000
Custodian for Summer Academy \$3,404 x .2408	1,075	1,075	1,075	3000
2 Cafeteria Workers for Summer Academy \$4,462 x .2408	10,275	10,275	10,275	3000
Certificated Staff for Professional Dev. 5 Furlough Buy-Back Days As per District Calculations	467	467	467	3000
Science Teacher for Professional Dev. 5 Furlough Buy-Back Days \$3,854 x .1211	4,072	4,072	4,072	3000
Principal for Prof. Development 5 Furlough Buy-Back Days As per District Calculations				

Activity Description (See instructions)	SIG Funds Budgeted (Identified per year)			Object Code
	FY 2012–13	FY 2013–14	FY 2014–15	
<u>4000 Books and Supplies</u>				
Teacher Performance Incentives/Rewards	24,000	24,000	24,000	4300
Books, Materials, and Supplies	30,000	30,000	30,000	4300
iPads – 2 mobile labs of 30 units each	65,517			4400
Promethean Boards & 35 Active Expression Sets –Purchase and Install \$4,677 x 21 classrooms	98,217			4400
Breakfast and Lunch for Summer Academy \$900 per day x 20 days	18,000	18,000	18,000	4700
<u>5000 Services and Other Operating Expenses</u>				
Contract with WestEd for ELLA training, coaching, and classroom observations	63,995			5800
Contract with Stanislaus County Office of Education for consultant services for monitoring program implementation	5,000	5000	5000	5800
Contract with Stanislaus Literacy Center for ESL and Family Literacy Classes	32,807 5,000	32,807	32,807	5800 5800
Promethean Board Training				

SIG Form 7—General Assurances and Certifications

SIG Form 8—Sub-grant Conditions and Assurances

The District Superintendent has signed all required assurances including drug-free workplace, lobbying, and debarment and suspension. The signature on the cover page of this application indicates acknowledgement and agreement to all assurances. The signed copies are on file in the District Office.

SIG Form 9—Schools to Be Served

Indicate which schools the LEA commits to serve, their Tier designation, and the intervention model the LEA will implement in each Tier I and Tier II school. For each Tier I and Tier II Title I school, indicate which waiver(s) will be implemented at each school. **Note:** An LEA that has nine or more Tier I and Tier II schools, including both schools that are being served with FY 2009 SIG funds and those that are eligible to receive FY 2010 SIG funds, may implement the transformation model in no more than 50 percent of those schools. (Attach as many sheets as necessary.)

SCHOOL NAME	CDS Code	NCES Code	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)				WAIVER(S) TO BE IMPLEMENTED	
						Turnaround	Restart	Closure	Transformation	Start Over (Restart and Turnaround Only)	Implement SWP
Robertson Road	50-71167-6052799	062513003747	x						x		

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

School: Robertson Road <div style="float: right; text-align: right;"> Tier: I </div>					
Required Components	Actions & Activities	Timeline <small>Start End</small>		Oversight	Description of Evidence
a(1) Replace the principal who led the school prior to commencement of the transformation model.	The principal was replaced in August 2010 as a prior reform measure.	10/10	----	Associate Supt./Ed. Services	Staff Roster
a(2) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor and that are designed and developed with teacher and principal involvement.	In collaboration with the Modesto Teachers Association, the principal and staff are creating a rigorous, transparent, and equitable evaluation system that includes student growth measures.	10/12	6/15	Principal Staff District Admin. MTA	MOU (attached)
	The district will continue to use its formal evaluation process based on the Standards for the Teaching Profession.			District Principal Staff	District Formal Evaluation Documents
	Analyze STAR (API, AYP, CST), and district summative assessments results annually. Expectations are that students will meet the growth targets delineated in Section ix. Goals and Objectives.			District Staff Principal School Staff	Analysis of STAR results District Reports Single School Plan for Student Achievement

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

School: Robertson Road		Tier: I			
Required Components	Actions & Activities	Timeline Start End		Oversight	Description of Evidence
a(2) continued	Review and analyze student results on the district summative tests each semester.	12/13	6/15	Associate Supt./Ed. Services	Data Analysis Documents
	Continue to implement a comprehensive monitoring system using the district walk-through protocol that includes weekly classroom visits by the principal and monthly classroom visits by district personnel. Monitor the use of adopted instructional materials; allocations of time; use of research-based instructional practices, i.e. Rigor and Relevance, Response to Intervention, student engagement, checking for understanding.	10/12	--	Principal Associate Supt./Ed. Services Principal	Completed Walk-Through Protocols Principal -- Weekly District – Monthly

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

School: Robertson Road		Tier: I			
Required Components	Actions & Activities	Timeline Start End		Oversight	Description of Evidence
a(3) Identify and reward school school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates; and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	Modesto Teachers Association will accept evaluation guidelines and processes that the state requires of grant recipients including staff transfers. MTA will negotiate with the district concerning alternative contract language for the staff at Robertson Road School. MTA will accept alternative contract language compliant with SIG requirements that recognizes academic growth as a component of teacher evaluation.	2/ 12	6/ 12	District Associate Supt. for Human Resources MTA Executive Director, President, Negotiating Team	MOU (attached)
	District and MTA will finalize language compliant with the SIG Grant requirements.	2/ 12	6/ 12	Same as above	Side Letter of Agreement for Robertson Road School
	Grade level teams will develop a reward system that includes development of SMART (<u>S</u> pecific, <u>M</u> emorable, <u>A</u> ttainable, <u>R</u> igorous, <u>T</u> imebound) goals aligned with	2/ 12	6/ 12	Principal Teachers	Finalized Rewards Agreement

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

School: Robertson Road		Tier: I			
Required Components	Actions & Activities	Timeline Start End		Oversight	Description of Evidence
a(3) continued	schoolwide goals. Rewards may include classroom equipment, supplies, and class field trips.				
a(4) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program.	Principal and coaches will train staff in Rigor/Relevance and Response to Intervention.	10/12	6/15	Principal	Training Rosters
	WestEd will provide staff development in English Language and Literacy Acquisition (ELLA) in six three-hour workshops followed by ten days of implementation coaching.	10/12	6/13	Principal Principal	Training Rosters WestEd Scope of Work WestEd Contract
	Continue to provide BTSA and technology training.	10/12	6/15	District Staff	Training Rosters
	Train K-3 teachers in DIBELS.	10/12	6/14	District Staff	Training Rosters

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

School: Robertson Road					
Tier:					
Required Components	Actions & Activities	Timeline Start End		Oversight	Description of Evidence
a(5) Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the transformation school.	All staff had the option of transferring to another school. Current staff members (including six new teachers) are highly qualified and committed to school improvement efforts and to the school community. Collaboration time and professional development will facilitate staff's ability to meet student needs.	10/ 11	6/ 15	Associate Supt. Human Resources Principal	District Records School Records
b(1) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted academic standards.	The district has a process to adopt curricula that are research-based, standards-based, and vertically-aligned. Committees composed of district personnel and teacher representatives from throughout the district participate in the selection process. A standards-based report card is being developed.	10/ 11	6/ 15	Associate Supt. Educational Services	2009 adoption of: ELA: Macmillan-McGraw Hill; "Inside" (National Geographic) for special needs students Math, Gr. K-5: Harcourt Brace Math, Gr.6-8: Holt

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

School: Robertson Road					
Tier: I					
Required Components	Actions & Activities	Timeline Start End		Oversight	Description of Evidence
b(2) Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.	Teachers use the adopted curriculum, administer formative, curriculum embedded tests, and district summative tests. Data from assessments are used to retain or revise curriculum and modify or change instructional strategies.	--	--	Associate Supt./Ed Services Principal	Class Walk-Through Protocol to verify use of 2009 adopted curricula Data analysis of summative and formative tests
	Teachers will participate in weekly collaborative analysis of student performance and instructional planning.	10/12	6/15	Principal	Classroom Walk-Through Protocol Documentation
	Strengthen Best First Teaching, Rigor and Relevance, and Marzano student engagement strategies for all students.	10/12	6/15	Principal	Classroom Walk-Through Protocol Documentation
	Strengthen instruction to ELs and other special needs students through ELLA staff development, observation, evaluation, and coaching.	10/12	6/15	Principal	Classroom Walk-Through Protocol Documentation

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

School: Robertson Road					
Tier: I					
Required Components	Actions & Activities	Timeline Start End		Oversight	Description of Evidence
c(1) Establish schedules and implement strategies that provide increased learning time.	Core: ELA, Math, Science Amount Increased: <u>40</u>	10/ 12	6/ 15	Principal	Revised Daily Schedule
	Enrichment: Art, Music, Peace Builders Character Education Amount Increased: <u>20</u>				
	Teacher collaboration scheduled by grade level throughout the day at students' P.E. time (facilitated by employment of P.E. teacher and paraprofessional) Amount Increased: <u>1 hr. per week</u>				
	Summer Academy for all students Amount Increased: <u>20 days per year</u>				Weekly Collaboration Schedule
d(1) Provide ongoing mechanisms for family and community engagement.	Continue to conduct parent conferences, parent meetings (SSC, ELAC), Back to School, Open House, Literacy Night, 2 nd Cup of Coffee, etc.	10/ 12	6/ 15	Principal Staff Gateway Rotary	Meeting Agendas Meeting Minutes Attendance Rosters

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

School: Robertson Road					
Tier: I					
Required Components	Actions & Activities	Timeline Start End		Oversight	Description of Evidence
d(1) continued	Continue written and oral communications to parents in English and Spanish	10/12	---	Principal	Publications and Notices in English and Spanish
	Provide ESL and Family Literacy classes for 22 weeks per year by Stanislaus Literacy Center.	10/12	6/15	SLC Exec. Dir./ Family Literacy Director	Class Rosters Comprehensive Adult Student Assessment System (CASAS) pre-post test results
	Initiate home visitations by Healthy Start Staff.	10/12	6/15	Healthy Start Coordinator	Home Visitation Records
	Continue Parent Institute for Quality Education (PIQE) 9-week sessions of parenting classes.	10/12	6/15	PIQE Exec. Director Healthy Start Coordinator	Attendance Rosters
	Continue to provide medical, mental health, and counseling services on campus.	2x yr. 10/12	6/15	G.V. Clinic Sierra Vista CHS	Provider Records of Services to Families

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

School: Robertson Road		Tier: I			
Required Components	Actions & Activities	Timeline <small>Start End</small>		Oversight	Description of Evidence
e(1) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	The principal has autonomy to continue to recruit/maintain excellent teachers and to implement SIG actions and activities. The schedule for increased time during the school year and Summer Academy has been developed. The principal has autonomy to make site budget decisions with staff and School Site Council.	10/ 12	6/ 15	Principal	Staff Roster SIG Budget Student Performance Data
e(2) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	The district will continue to provide district personnel for assistance in curriculum, instruction, assessment, data management and analysis, technology, and staff development. WestEd and Stanislaus County Office of Education (SCOE) staff will provide professional development and monitoring and evaluation services, respectively.	10/ 12	6/ 15	Associate Supt./Ed. Services Principal	District, WestEd, and SCOE Records